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THE  
STEP-BY-STEP  
.. PRIMER ..



BURNZ'  
PRONOUNCING  
PRINT

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THE  
STEP-BY-STEP PRIMER  
IN  
BURNZ' PRONOUNCING PRINT.

CORRECT PRONUNCIATION SHOWN WITHOUT NEW LETTERS  
OR CHANGE OF SPELLING.

BY

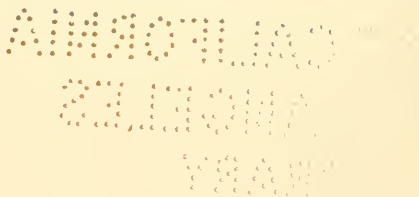
ELIZA BOARDMAN BURNZ,

TEACHER OF THE PHONETICS OF THE ENGLISH LANGUAGE, AND PRINCIPAL  
OF THE NEW YORK SCHOOL OF PHONOGRAPHY.

THE PRIMER  
OF  
BURNZ' PRONOUNCING PRINT  
FOR THE  
NEW YORK SCHOOL OF PHONOGRAPHY  
AND  
FOR THE  
USE OF  
TEACHERS AND PUPILS

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1892.

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## INTRODUCTION.

THE STEP-BY-STEP PRIMER is so arranged that a little child or a foreigner can learn to read from it easily, through analogy and by the use of reason. The pronunciation of each word is shown on the printed face without at all changing the common spelling.

Letters, of course, are arbitrary signs, but when their powers are once learned they should furnish the key to pronunciation. This we know they do not do in ordinary English books. One reason is because the twenty-six letters are not sufficient in number to denote the forty or more separate, elementary sounds which compose the words of the spoken language. Another reason is, that the twenty-six letters are not used with consistency. The vowel letters have from three to seven sounds each, and interchange those sounds, and both are often silent. Prof. Marteneau says: "Learning to read English is the most difficult of human attainments;" and it is undoubtedly so, if learning to spell is taken into account.

The unreasonableness of English orthography is conceded by every one. The loss of time which it occasions in school life is enormous. As compared with German, it takes three years for an English or American child to learn to read and spell as well as a German child does in one year; and this is solely on account of our outrageous orthography, which requires the pronunciation of each word to be learned separately, and from the teacher's oral dictation alone. Thus the budding reason of the child is checked; each mental feeler for analogy and truth is pinched off as soon as it puts forth; and blank stupidity appears in the reading or spelling class, instead of that eager brightness which one unvarying sound for each letter or digraph would beget.

The Step-by-Step Primer essays to do the best that can be done at present. It takes as a basis the Anglo-American alphabet of forty-two letters, or combinations of letters, each of which denotes an elementary

sound of the language. Every sound has a definite representation, and no letter or combination of letters, in the same position, denotes more than one sound.

Since the short vowel sounds occur much more frequently than the long, in English words, the letters which denote the short sounds are unmarked. *An unmarked vowel letter always denotes its short or "second" sound.* This plan reduces the number of marked letters to a minimum. The short sounds occur in the words first shown in the Primer—words that the child most frequently uses—therefore no markings are required at the beginning of study. The few necessary connecting words can be pronounced by the teacher or learned by the "word method" until the lesson which gives their sounds is reached.

When letters in a printed word are silent—that is, really useless—they are put in *hair line type*. If a letter is perversely used, its true sound is indicated by a *small type placed below*, and the pupil gives *its* sound instead of that of the more prominent letter; or, though rarely, the false letter is set in a different type, and the true letter or letters put in parentheses at the end of the word. Occasionally, the whole word is respelled, phonetically, and placed in parentheses.

The Step-by-Step Primer is designed to teach the child that *letters stand for spoken sounds*; and although he will find in his further progress that this usage is sadly perverted, it is the duty of the teacher to make, as far as possible, the *first steps* logical and certain, and, therefore, attractive. In the Step-by-Step Primer phonetic truth is presented to guide and encourage.

Instruction in reading should be begun by showing the object, or picture of the object, which is represented by the subject word. Converse about it. Mention the four ways in which a person can let another know what he or she is thinking of. First, by showing the object; second, by showing a picture of the object; third, by speaking the name of the object; fourth, by using marks, called letters, which stand for the sounds of the spoken word.

The *names* of letters should not be taught at first, only their *sounds*. Capital letters, points and stops, and the names of letters will be learned incidentally, by imitation and observation as well as by instruction, as progress in reading is made.



The exercise of spelling by sound should be begun in the kindergarten a year or more before the child is introduced to the use of letters. The pupil should there be taught that the words it uses in *speech* are not units of sound, but resolvable into elements, and practice should be had on these elements. The child should be instructed how to place the organs of speech in certain positions to produce certain sounds, and learn to apprehend the distinction between *voice* and *breath* sounds, and *open* and *touch* sounds. This will constitute a pleasing and instructive exercise, by which the organs of speech will gain mobility and the will power be trained to control them. Such vocal gymnastics are needed as a preparation for that clear articulation and exact pronunciation which are so desirable in speaking or reading.

The common spelling must be taught by *writing*. There is no other method at all satisfactory. The Step-by-Step method of teaching to read will not interfere with the written spelling lesson. The *script* of the Step-by-Step Primer has no marked or light-line letters, but presents the words unchanged in appearance from their present orthography. No better drill in ordinary spelling can be found than copying the lists of words given; for each list contains some special arrangement of letters, and the spelling of a word will be more easily remembered from the memory of its classification.

If, as in the teaching of foreigners, the time is too short to teach the common spelling, a script which is very easily read results from writing phonetically; that is, omitting the silent, light-lined letters, and, instead of the falsely sounding letters, writing the small printed letters underneath, which give the true sound. Such script will be far better than the guesswork spelling which the half-educated foreigner employs.

Explanations to assist those who may be unused to phonetic teaching are given at the end of the Primer. The Step-by-Step plan of teaching will be found plain and simple, so that the study of a few pages will unfold it completely; and this Primer can precede, or be used in conjunction with, any other Primer or Reader.

To the late Dr. Edwin Leigh, inventor of light-line type, and Mr. Henry M. Parkhurst, the present owner, I am indebted for the help afforded by that type in the production of PRONOUNCING PRINT.

ELIZA B. BURNZ.

## ALPHABET OF SOUNDS.

On the Anglo-American plan of using each letter, or digraph, for the sound it most commonly represents in English.

## PRIMARY LETTERS.

## NEW NAMES.

## REGULAR EQUIVALENTS.

- |                            |                 |   |
|----------------------------|-----------------|---|
| 1. ā— <i>able, tame.</i>   |                 | ai— <i>aim; ay—may.</i>                         |
| 2. a— <i>at, cap.</i>      |                 |   |
| 3. ä— <i>arm, father.</i>  |                 | ah— <i>ah!</i>                                  |
| 4. a— <i>all, falter.</i>  |                 | au— <i>august; aw—</i><br><i>saw.</i>           |
| 5. â— <i>air, bare.</i>    |                 |   |
| 6. b— <i>bat, tub.</i>     |                 |   |
| 7. d— <i>dust, mud.</i>    |                 |   |
| 8. ch— <i>chip, much.</i>  | chee            |   |
| 9. ē— <i>evil, me.</i>     |                 | ee— <i>eel, deep.</i>                           |
| 10. e— <i>end, met.</i>    |                 |   |
| 11. f— <i>fog, stuff.</i>  |                 | ph— <i>physic.</i>                              |
| 12. g— <i>gun, bag.</i>    | gee<br>(g-hard) |   |
| 13. h— <i>home, hill.</i>  |                 |   |
| 14. ī— <i>idle, mind.</i>  |                 |   |
| 15. i— <i>in, sip.</i>     |                 | y-final— <i>pony, copy.</i>                     |
| 16. j— <i>joke, judge.</i> |                 |   |
| 17. k— <i>kite, kick.</i>  |                 | c— <i>cup, music; q—</i><br><i>quail, quit.</i> |
| 18. l— <i>life, mill.</i>  |                 |   |
| 19. m— <i>mat, ram.</i>    |                 |   |

PRIMARY LETTERS.	NEW NAMES.	REGULAR EQUIVALENTS.
20. n— <i>nut</i> , <i>ran</i> .		
21. ng— <i>long</i> , <i>singer</i> .	ing	n before k or g; as in “ <i>pink</i> , <i>finger</i> .”
22. ō— <i>old</i> , <i>bony</i> .		oh— <i>oh</i> !
23. o— <i>on</i> , <i>sorry</i> .		o is used for unaccented ō, as in “ <i>propose</i> ,” and for short a, as in “ <i>nor</i> , <i>cost</i> .”
24. oo— <i>ooze</i> , <i>tool</i> .		
25. oi— <i>oil</i> , <i>point</i> .		oy— <i>toy</i> , <i>boyish</i> .
26. ou— <i>out</i> , <i>count</i> .		ow— <i>now</i> , <i>owl</i>
27. p— <i>pan</i> , <i>peep</i> .		
28. r— <i>rip</i> , <i>cur</i> .		
29. s— <i>sit</i> , <i>gas</i> .		
30. sh— <i>shop</i> , <i>wish</i> .	shee	
31. t— <i>tap</i> , <i>fat</i> .		
32. th— <i>thin</i> , <i>path</i> .	ith	
33. th— <i>then</i> , <i>with</i> .	thee	
34. ū— <i>use</i> , <i>duty</i> .		ew— <i>few</i> , <i>new</i> .
35. u— <i>us</i> , <i>cup</i> .		
36. ū— <i>put</i> , <i>full</i> .		ŏo— <i>good</i> , <i>foot</i> .
37. v— <i>van</i> , <i>ever</i> .		
38. w— <i>win</i> , <i>dwell</i> .		
39. wh— <i>what</i> , <i>when</i> .	whee	
40. x— <i>ax</i> , <i>extra</i> .		x is used also for gz; as in “ <i>exact</i> .”
41. y— <i>yet</i> , <i>yonder</i> .		
42. z— <i>zone</i> , <i>buzz</i> .		
43. zh— <i>vision</i> ( <i>vizhon</i> ).	zhee	

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 13. **s**           “           “ **SAM, SAT**.  
 14. **p**           “           “ **CAP, MAP**.  
 15. **n**           “           “ **NAT, PAN**.  
 16. **f**           “           “ **FAN, FAT**.  
 17. **d**           “           “ **DAN, SAND**.  
 18. **h**           “           “ **HAT, HAND**.  
 19. **i**—as in **PIN**.   **s** added to **p** and **t**.  
 20. **e**—illustrated by **HEN, TENT**.  
 21. **o**           “           “ **TOM, DOC**.  
 22. **l**           “           “ **LIP, LAMP**.  
 23. **g**           “           “ **DOG, PIG**.  
 24. **u**           “           “ **CUP, MUG**.  
 25. **ī—ī = ŷ**; always equivalent.  
 26. **b**—illustrated by **BUG, BUD**.  
 27. **z**           “           “ **ZIP, BOZ**.  
     Small “**z**” under “**S**,” in **AS, IS**, etc.  
 28. Light-line letters have no sound.  
 29. **v** and **u**—as heard in **VAT, PUT**.  
 30. Small letters under large—**OF, TO**.  
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 48, 49. **ng**; **ñ** = **ng** before **k**—RING, BANK.  
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 68. “ **mp, mps**.  
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B. D. J. JEN  
 LAWYER  
 DALLAS, TEX.



## LESSON 1.

c a t

C c c c c c c c

A a a a a a a a

T t t t t t t t

a——t a——t a——t a—t = at

c—at = cat c——a——t c-a-t = cat

a-cat a-cat a-cat

\* the the the-cat the-cat

c t a c t c a t c

c t a c t c a t c

\* Teach "the" as a word, without analyzing. See page 88.



## LESSON 2.

M m m m m m m m m m

m a t

m—a—t m—a—t m-a-t=mat

a-mat the-mat a-cat the-cat

\* mȳ mȳ mȳ cat mȳ mat

and and and

a-cat and a-mat

mȳ cat and the-mat

M—a—c M-a-c=Mac

Mac and the-cat

mȳ cat and Mac



\* Teach "my, and," as words, without analyzing.



## LESSON 3.

S s

s s s s

s s

S—a—m

S—a—m

S—a—m = Sam

s—a—t

s—a—t

s—a—t = sat

on

on

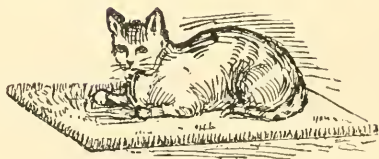
on

\* the on m̄y the and m̄y

a-cat sat on a-mat.

m̄y cat sat on

the-mat.



Sam sat on the-mat.

Sam and the-cat sat on m̄y mat.

Mac and Sam sat on the-mat.

a c m s t a-cat a-mat

a c m s t a cat a mat

\* Words to be called at sight, without analyzing at present.

## LESSON 4.

P p p p p p p p

c—a—p c—a—p c—a—p = cap  
 m—a—p m—a—p m—a—p = map  
 p—a—t p—a—t p—a—t = pat  
 t—a—p t—a—p t—a—p = tap  
 cap-s = caps map-s = maps tap-s = taps



a-cap the-cap the-caps  
 cats and mats and maps

Pat the-cat. Mac pats  
 m̄y cat.

The-cat sat on Mac's  
 cap.

Sam sat on m̄y cap.

Sam taps the-map.



mat cap pat sat map

## LESSON 3.

N n                      n n n n                      n n

p-a-n = pan      m-a-n = man      c-a-n = can  
 t-a-n = tan      n-a-p = nap      N-a-t = Nat  
 p-a-p = pap      p-a-t-s = pats      N-a-n = Nan

Nat and Nan

Nan and Nat

the man, the cat  
 and the-pan.

the cat sat

on a-pan.

the man pats the-cat.

can the-cat pat the-man?

Nat and Nan can pat the-cat.

*the man pats the cat.*



## LESSON 6.

F f

f f f f

*f f*

f—a—n f-a-n = fan f—a—t f-a-t = fat



a-fan the-fan

m̄y fan

a-fat man

m̄y fat cat

the cat sat on m̄y fan.

a-fat man and a-fat cat.

the-fat man pats m̄y cat.

Nan can fan Sam.

Nat can fan Nan.

can Sam fan the-cat?

*the cat sat on my fan*

## LESSON 7.

D d d d d d d d

s-a-d = sad s-a-p = sap m-a-d = mad  
a-n-d = and s-and = sand D-a-n = Dan

a-cap and a-pan and a-fan.

Nan and Sam and Nat and the-cat.  
the-fat man and my cat sat on  
the-mat.

Dan sat on  
the-sand.

Mac and Sam sat  
on the-sand.

Nan and Nat sat on the-sand.

Dan and Sam and Mac and Nat and  
Nan sat on the-sand.



## LESSON 8.

H h

h h h h

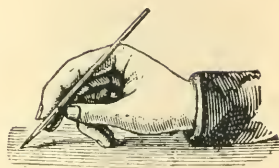
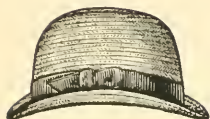
h h

h-a-t = hat

h-a-d = had

h-a-m = ham

h-a-n-d = hand



mȳ hat the-hat a-hand mȳ hand

the-man had a-hat and a-ham.

Dan had a-nap on the-sand.

Sam had mȳ fan and mȳ cap, and Dan  
had Nat's hat.

at

ad

an

ap

am

s-at

s-ad

f-an

c-ap

S-am

h-at

f-ad

p-an

n-ap

h-am

m-at

h-ad

c-an

h-ap

d-am

N-at

d-ad

D-an

m-ap

and

p-at

m-ad

h-an-d

apt

act

## LESSON 9.

I i

i i i i

i i

p-i-n = pin

t-i-n = tin

s-i-t = sit

h-i-d = hid

d-i-p = dip

d-i-d = did

s-i-p = sip

t-i-p = tip

n-i-p = nip

d-i-n = din

h-i-t = hit

h-i-p = hip

Dan had a-pin. Sam hid the-pin.

Sam hid it in the-tin can.

M̄y cat had a-nap. Mac hit m̄y cat.

Sam hit Mac, and Mac hit the-cat.

Mac hit the cat on the hip.

Did Sam hit Mac on the-hip?

M̄y cat can sit in Mac's hat.

map-s = maps

cap-s = caps

hat-s = hats

mat-s = mats

hit-s = hits

sit-s = sits

dip-s = dips

tip-s = tips

fit-s = fits

## LESSON 10.

E e

e e e e

e e

e-t = et

e-n = en

p-et = pet

t-en = ten

s-et = set

h-en = hen

n-et = net

p-en = pen

m-et = met

m-en = men



f-e-d = fed

n-e-s-t = nest

t-e-n-t = tent

N-e-d = Ned

s-e-n-d = send

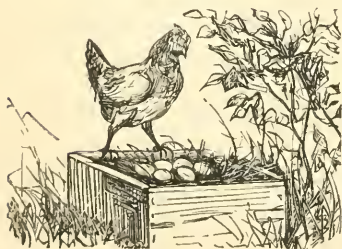
s-e-n-t = sent

Ten men met in a-tent.

The-men had a-nap in the-tent.

Ned and Nat had ten pet cats.

The-cats fed in a-pan.



Nan had a-pet hen,  
and the-pet hen  
had a-nest.

The-hen can sit on  
the-nest.



## LESSON 11.

O o

o o o o

o a

t-o-p = top	h-o-p = hop	s-o-p = sop
c-o-t = cot	h-o-t = hot	d-o-t = dot
n-o-d = nod	s-o-d = sod	p-o-d = pod
n-o-t = not	p-o-p = pop	T-o-m = Tom

s-p-i-n = spin	s-t-o-p = stop	Doc
s-l-o-p = slop	stop-s = stops	Dot
s-p-o-t = spot	spot-s = spots	Don

Tom had a top.  
 Doc hit the top.  
 Can Doc spin the top?  
 Doc can not; Tom can  
 spin it, and Doc  
 can stop it.

The top can spin on my hand.



*the top can spin fast*

## LESSON 12.

L l

l l l l

l l

l-a-d = lad

l-e-d = led

l-i-d = lid

l-a-p = lap

l-e-t = let

l-o-t = lot

l-i-p = lip

lip-s = lips

lot-s = lots

l-a-m-p = lamp

l-o-s-t = lost

l-e-n-d = lend

l-e-f-t = left



l-i-f-t = lift

l-i-s-p = lisp

H-a-l = Hal

A-l-f = Alf

Hal left the lamp on the step.

Let the lamp sit on the stand.

Dan lost Alf's pen and Nat's top.

Lend Alf a pen and a pin.

Can a lad lift the lid on the big pot?

The fat man can lift it.

M̄y pet cat sits on m̄y lap.

Nan and Dot hop in the lot.

LESSON 13.

G g

g g g g

g g

a-g = ag

e-g = eg

t-ag = tag

l-eg = leg

g-e-t = get

n-ag = nag

p-eg = peg

g-o-t = got

g-ag = gag

M-eg = Meg

g-a-s = gas

i-g = ig

o-g = og

p-ig = pig

d-og = dog

g-i-g = gig

d-ig = dig

l-og = log

g-a-p = gap

f-ig = fig

h-og = hog

g-e-t-s = gets

A pig in a pen.

Did the dog get at

the pig? The dog

did not get at the

pig. The pig got

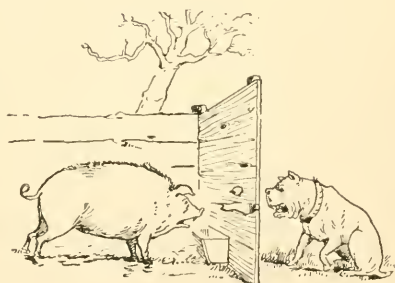
in the pen. The

dog sits on the sod.

Did the dog nod

at the pig? Can a pig

nod at a dog?



## LESSON 14.

U u u u u u u u

u-s=us G-us=Gus u-p=up e-up=cup  
 f-u-n=fun h-u-g=hug h-u-t=hut  
 c-u-t=cut s-u-m=sum p-u-p=pup  
 s-u-p=sup n-u-t=nut h-u-m=hum  
 d-u-g=dug s-u-n=sun m-u-g=mug  
 cup-s=cups cut-s=cuts nut-s=nuts  
 m-u-s-t=must d-u-s-t=dust h-u-n-t=hunt



Ned had  
a cup.

Sam hid  
the cup.



Gus had  
a mug.

Alf hid  
the mug.

Let us hunt the mug and the cup.

Tom dug a pit in the sand.

Gus must not get in the pit.

Meg must not sit in the dust.

Let us sit on a log in the sun.

## LESSON 15.

ī ī    ī = ŷ    ŷ = ī    ŷ = ī    ī    ŷ

ī must sit in the hut.  
If ī sit in the sun ī am  
hot.



M̄ pet dog sits on m̄  
lap, and ī hug him.

M̄ pug sat on m̄ lap in the hut.  
A fat man had a nap in the hut, and  
the dog had a nap on the sand.

ī had a mug. ī lost m̄ mug.  
It got lost in the pig-pen.

M̄ mug had a nut and a top in it.  
A pig got the nut, and Alf had the  
top, and Hal hid the mug in the  
sand. Hal must get m̄ mug.

*I had a nap in the hut.*

## LESSON 16.

B b

b b b b

b



b-a-t = bat

b-i-t = bit

b-i-g = big

b-i-d = bid

b-a-d = bad

b-a-g = bag

b-u-t = but

b-e-g = beg

b-e-d = bed

t-u-b = tub

n-a-b = nab

b-o-g = bog

b-u-n = bun

b-u-g = bug

b-u-d = bud

B-e-n = Ben

B-o-b = Bob

M-a-b = Mab

b-e-l-t = belt

b-e-s-t = best

b-e-n-d = bend



A bad bug bit mȳ hand.

Let us nab the bug bȳ  
the leg. Bob must not

hit the bug, but let it flȳ in the sun.

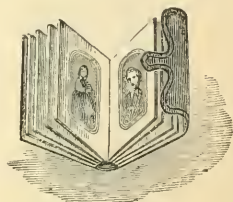
Did the bug get on mȳ

hat? It did not; it got

on a bud. Flȳ, bug, flȳ.

Ȫ can pin a bud on mȳ belt.

Mab had an al-bum in a bag.



## LESSON 17.

Z z

z z z z

z z

Z-i-p = Zip      B-o-z = Boz      f-l-ȳ = flȳ

\* a-s<sub>z</sub> = az      h-as<sub>z</sub> = haz      i-s<sub>z</sub> = iz      h-is<sub>z</sub> = hiz

ZIP and BOZ.

Zip is mȳ dog, and  
 Boz is mȳ big,  
 fat cat.



Zip is not as fat as Boz.

Boz and Zip sit on a mat in the sun.  
 Ben sits bȳ Boz and Zip, and Ben  
 has a flȳ on his hand.

Ben taps the flȳ, and it is not on  
 his hand.

Zip snaps at the flȳ. Did Zip get it?  
 Zip did not get the flȳ, but Boz got it.  
 Boz bit Zip on the lip and the leg.

\* The small letter below shows the sound which the larger letter represents in the word.

## LESSON 18.

Light-line letters have no sound.

e-gg = eg

t-e-l = tel

t-i-l = til

f-u-s = fus

l-e-s = les

b-u-y = by

m-i-s = mis

t-o-s = tos

l-a-s = las

N-e-l = Nel

m-e-s = mes

h-i-s = his

m-u-s = mus

b-u-z = buz

d-o-l = dol

d-e-f = def

h-e-d = hed

d-e-t = det

hand-l    litt-l    patt-ed    fitt-ed    Ell-en

Ann is the best lass in the class.

A fly can buzz, buzz, on the glass.

Ell-en must not get in a fuss.

Belie has a doll; it can nod its head.

Miss Hill can buy my doll a hat.

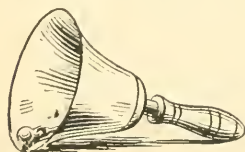
Nat's little lamb is dead. The bad dog,

Snip, bit it on the head.

Has the hand-bell a han-

dle? It has a handle,

and it is a brass bell.





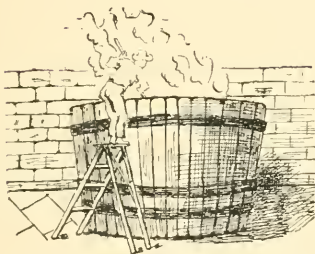
## LESSON 19.

V v      v v v      u u u      v v

v-a-t = vat      v-a-n = van      p-u-t = put  
p-u-l = pul      f-u-l = ful      p-u-s = pus

A VAT

is a  
big tub.



BOB is  
on the  
steps.

The vat is ful; hot stuff is in it.  
Bob can get up on the top by the  
steps, and mind the hot stuff.  
I must not put my cap in the vat.  
If I did I could not get it.  
I must put my cap on a peg.  
The peg is by the hat-stand.  
My purse has a bed by the stand.

## LESSON 20.

f = v

of = ov

o = u

to = tu

Alf bit the tip of m̄y pen.

Hall has bent the end of the pin.

Let the lad have a bit of m̄y bun.

I must beg Hall to give Fan a doll.

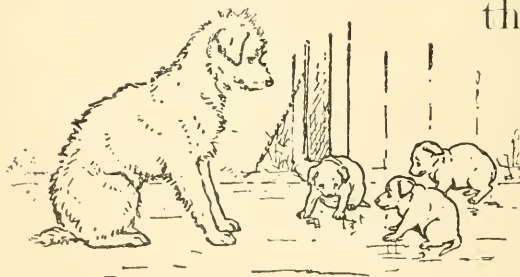
Let us not pull the bud off its stem.

I have to put m̄y puss to bed.

Give Bill the tin cup and fill it full  
of sand. Put in sand up to the top.

M̄y dog has a lot of pups. I must get  
the dog to let

Gus have a  
pup; for Gus  
has cut his  
leg, and can-  
not stand.



*to of off doll have puss*

## LESSON 21.

R r

r r r r

r r

r-a-t = rat

r-a-n = ran

r-o-t = rot

r-a-p = rap

r-e-d = red

t-r-o-t = trot

r-a-g = rag

r-u-b = rub

f-r-o-m = from

r-u-g = rug

r-o-b = rob

F-r-e-d = Fred

A RAT!

a big rat!



A RAT

on a rug.

A rat is on the best rug. It ran by  
the side of the red mat.

The rat is not as big as the cat,  
but it got a nut from my bag.

I try to get rid of the rats.

Puss! Puss! Run for the rat.

Run, rat, run; run fast from the cat.

\* or for nor fur cur her were

## LESSON 22.

J j

j j j j

j j

j-u-g = jug

j-a-m = jam

j-u-s-t = just

j-i-g = jig

j-o-b = job

j-u-m-p = jump

j-o-g = jog

J-i-m = Jim

J-o-h-n = Jon



Jim Camp has a jug in his hand. His dog runs up to him.

The dog runs just as fast as Jim can run.

The dog jumps up by Jim's side.

Ben Hunt rides on his dog; but it is a big, *big* dog. John Bell has a dog, but it is a pug dog.

Fred Gibbs has a cur. A cur is a kind of dog. Cur-r-r; cur-r-r.

Fred and his dog have lots of fun.

## LESSON 23.

W    w            W    W    W    W            w    w

w-i-t=wit	w-i-ll=wil	w-i-n-d=wind
w-i-g=wig	w-e-ll=wel	w-e-n-t=went
w-e-t=wet	w-e-b=web	w-o-u-ld=wud
w-a-g=wag	w-e-rə=wer	wag-on=wagon

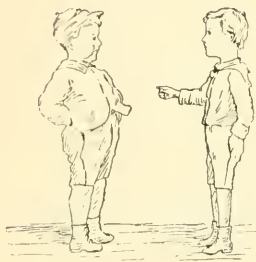
John and Will went to set up a tent.  
The lad<sub>z</sub> went in a wag-on.

A man in the tent had on a wig.  
A wag got the wig and hid it in  
John's<sub>z</sub> wag-on. A wag is a lad<sub>z</sub>  
that is<sub>z</sub> fond of fun.

John's<sub>z</sub> dog had a bed in the wag-on.  
Did not the dog jump at the wag?  
The dog did jump at the wag, but  
the wag did not mind the dog.

*will web wind west wagon*

## LESSON 24.

Th th th th th *th th*th-a-t=that th-i-s=this th-e-n=then  
th-u-s=thus th-e-m=them w-i-th=withth th-i-n=thin p-i-th=pith *th*

That and this,  
 this and that;  
 Ned is <sub>z</sub>thin,  
 but Tom is <sub>z</sub>fat.

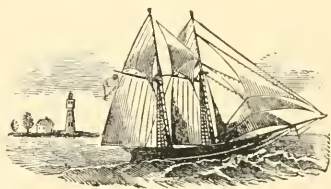
Tom and Ned went to  
 get a bag of nuts,  
 and Mab and Gus went with them.  
 Did the lads <sub>z</sub>have fun with the nuts?  
 Ned and Tom had lots of fun, but  
 Gus and Mab got in-to a bog.  
 Then a man sent for his <sub>z</sub>dog, and the  
 man went with his <sub>z</sub>dog in-to the  
 bog for Mab and Gus.

## LESSON 25.

Sh sh sh sh sh sh *sh sh*

sh-i-p=ship	sh-o-t=shot	sh-a-d=shad
sh-i-n=shin	sh-o-p=shop	sh-a-l=shal
d-i-sh=dish	f-i-sh=fish	w-i-sh=wish
d-a-sh=dash	l-a-sh=lash	g-a-sh=gash
h-a-sh=hash	b-u-sh=bush	sh-o-v=shuv
h-u-sh=hush	bush-el	shov-el

That ship went to  
get some fish; it  
went five miles  
from the land.



M̄y dog Dash went in the ship. The  
men got a lot of cod-fish. A shad  
is a fish. Put the shad on a dish.

Ben cut a gash in m̄y cap. I wish  
Meg would mend it.


Rob got a lash on his<sub>z</sub> shin. Hush!  
 let us not tell the lad<sub>z</sub> of it.  
 Let us push mȳ wagon up to the shed,  
 and hunt for the shov-el and put a  
 bush-el of dry sand in the wagon.

## LESSON 26.

K k k=c c=k k=lc k *k*

k-i-d=kid	m-i-l-k=milk	k-i-ll=kil
k-e-g=keg	s-i-l-k=silk	k-i-t=kit
k-i-n=kin	s-u-l-k=sulk	kitt-en
l-ī-k=lik	p-ī-k=piik	M-ī-k=Mik



Mik can put the kid in the  
 shed, and then give the kid  
 and the kitt-en some milk.  
 The kitt-en will lap the milk.  
 Does a kid lap milk as a kitten does?  
 A dog laps milk like a cat or a kitten.  
 Set this keg up on its right end. 



## LESSON 27.

Ē ē ē ē ē e e e

bē shē sēat lēaf fēar tēar  
 hē tēa bēat rēad nēar lēad  
 wē sēa hēat lēan hēar bēad  
 mē kēy mēat hēap dēar mēan

Is Ben in the hut? Hē is in the hut. Meg is in the hut as well. Shē went in for her dēar little puss. But shē is cross, and I fēar shē will hurt the kitten.

Meg, give mē the puss; bē not cross; wē should not bē cross. Hēar mē rēad:

“Wē must not bēat the cat or the dog; wē should bē kind to the pets.”

Ben will not bēat his pup; hē will bē kind to him and give him mēat.

## LESSON 28.

Ā ā

ā ā ā

a a a

āte	lāte	cāne	sāfe	bābē
āle	tāle	cāse	tāke	gāte
āpe	lāne	cāke	lāke	rāke
cāpe	pāle	sāme	fāde	gāme
tāme	fāde	māde	lāme	bāke
cāme	Jāne	Kāte	māte	nāme



Kāte has the bābē in a wag-on. Shē will tāke it to rīde bȳ the lāke. The bābē is sāfē with Kāte.

Jāne met Kāte at the gāte. Shē gāve the bābē a cāke and a bun. The bābē āte the bun, but did not ēat the cāke.

The nāme of the bābē is Sā-di. Sā-di is fond of Kāte and Jāne.

## LESSON 29.

Ō    ō            ō    ō    oh = ō            o    o    o

sō	gō	nō	wō	Jō	tōe	hōe	fōe
bōne	dōzē	rōpē	wōkē	tōre			
hōle	rōzē	hōpē	hōme	sōre			
pōle	nōzē	rōdē	mōre	wōre			
bōlt	cōlt	ōld	tōld	cōld			
pōst	sōld	hōld	mōst	tōrn			
gōld	wōrn	bōat	rōll	cōat			

Ī can smell that rōzē though  
 Ī have a cōld. If Ī did not  
 have a nōzē, Ī cōuld not.



Ī have a sōre tōe; Ī cut it on the  
 hōe. Oh! it hurts mē sō.

Mȳ cōat is ōld; Ī wōre it till Ī tōre  
 it. Ī have wōrn it un-til it is full of  
 hōlēz and can-not bē mend-ed.

Let us gō hōmē. Hōld on tō mȳ hand.

## LESSON 30.

Y    y    y=i    i=y    y=i    y y

lād-y    lāz-y    ver-y    Tōb-y    Sal-y  
 bāb-y    pōn-y    ug-ly    Tōn-y    Jerr-y  
 carr-y    ferr-y    merr-y    Harr-y    shagg-y

Tōby has a pōny; his nāme is Don.  
 Hē can trot fast. Hē is a shaggy pōny,  
 and Tōby says hē is ug-ly; but hē is  
 kind and lets us ride him to the ferry.

Harry and Jerry can carry some milk  
 to the kid and kitten in the shed.

yes=yes    yet=yet    yam=yam    yēar=yēr

Will Tōny have a yam? Yes. Is this  
 pō-tā-tō a yam? Yes; that is its nāme.

Sally is lazy; shē will not hōld the  
 bāby. The bāby is not yet a yēar ōld.

## LESSON 31.

ī ī      ī ī ī=ȳ    ȳ ȳ

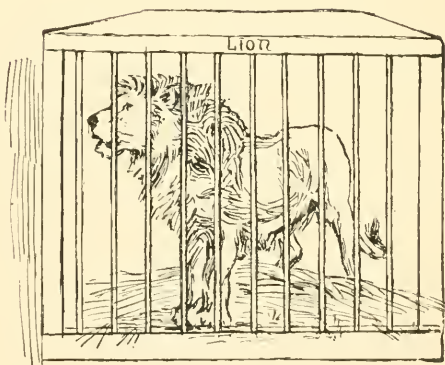
ȳ

pīe	līe	bȳ	trȳ	drȳ	flȳ
dīe	tīe	mȳ	frȳ	skȳ	crȳ
rīde	līne	fīne	bīte	fīnd	
sīde	nīne	pīle	wīde	rīnd	
hīde	vīne	dīme	shīne	bīnd	
mīle	tīme	mīne	lī-on	mīnd	

That is the big  
red lī-on; hear  
him rōar. Let us  
gō and hīde from  
the lī-on, sō that  
hē will not bīte us.

He will not bīte  
us, for hē can-not  
get nēar to us, thōugh hē can rōar.

ī had nīne pins in mȳ hand, but ī have  
lost fīve. ī must trȳ to fīnd them.



## LESSON 32.

Oo oo oo oo oo oo oo oo

b oo t=boot      c oo l=cool      p oo r=poor  
 m oo n=moon      s oo n=soon      c oo p=coop  
 r oo m=room      f oo d=food      r oo t=root  
 t oo th=tooth      b a l loo n=bal-oon  
 b r oo m=broom      r a cc oo n=rac-oon



The dog's<sub>z</sub> food is in the coop.

The bāby's<sub>z</sub> milk will soon bē cool.

That poor man has<sub>z</sub> an ōld broom. Hē will clēan the path for us for a dīme.

A ball-oon! a ball-oon! It gōes<sub>z</sub> up, up, up; it can gō very hīgh, up in the skȳ. Bȳ-and-bȳ it will come back.

Harr-y Hunt has<sub>z</sub> a pet race-oon. A race-oon is<sub>z</sub> the sīze of a cur dog. Men hunt the race-oon bȳ the līght of the moon with dogs<sub>z</sub> and guns<sub>z</sub>.

## LESSON 33.

Ū   ū            ū   ū   ū            u   u   u

ā       ē       ī       ō       ū       oo

ūse    dūe    pūre    cūre    cūte    mūle  
 use    fūme    mūte    cūbe    tūbe    dū-ty

Ī want to ūse that nīce gōld pen.

Mȳ son, you should not fūme and fret  
 sō: you have nō ūse for a pen yet.

Let us gō and try to cūre the ōld mūle.

ew = ū

ew = ū

ew = ū

n ew = nū      f ew = fū      p ew = pū      ch ew  
 h ew = hū      m ew = mū      d ew = dū      s t ew

Mȳ hat is new. Ī have a few nuts.

The dew is on the grass; wē must not  
 run in the dew or wē shall get wet.

To hew is to cut. Jō can hew a log.

## LESSON 34.

ē

ee = ē

eo = ē

ee = ē

ee

bee = bē

feet = fēt

feed

feel

see = sē

heel = hēl

beer

beef

fee = fē

seen = sēn

peep

seed

Lee = Lē

keep = kēp

deep

weep

tree

weed = wēd

seem

geese

free

ben = bin

need

teeth

Ī see a bee ; it i<sub>z</sub> on the apple tree.

Can it see mē ? Will it bīte ?



The bee can see you, but it will not heed you if you keep still. It will soon flȳ off.

Ann Lee ha<sub>z</sub> be<sub>i</sub>en to feed the geese. Shē say<sub>z</sub> the red hen ha<sub>z</sub> a nest in the weeds. The nest ha<sub>z</sub> seven egg<sub>z</sub> in it.

Wē will tāke a peep at it bȳ-and-bȳ, and trȳ to fīnd some goose egg<sub>z</sub>.



## LESSON 33.

Ch ch ch ch ch ch *ch* *ch*

ch-a-p = chap	ch-a-t = chat	ch i p
ch-o-p = chop	ch-i-n = chin	ch u m
s-u-ch = such	m-u-ch = much	rich



That chap can chop well.  
 The chips flȳ a<sub>z</sub> hē chops.  
 A chip hit mē on the chin.

That lad is mȳ chum.  
 His nāme is Chan.  
 Wē chat a<sub>z</sub> wē gō to  
 school to-ge-th-er.

Chan is such a kīnd  
 lad. Hē has much to do, for his moth-er  
 is not rich, and hē has to work a<sub>z</sub> well a<sub>z</sub>  
 gō to school. Chan says it is not mon-ey  
 that is the best rich-es, but wis-dom and  
 love. His moth-er tōld him that.

## LESSON 36.

ay      ay = ā      ay = ā      ay = ā      *ay*

s ay=sā	l ay=lā	w ay=wā	s t ay
d ay=dā	r ay=rā	a w ay=awā	c l ay
p ay=pā	h ay=hā	p l ay=plā	d r ay
m ay=mā	g ay=gā	T r ay=Trā	g r ay

May wē stay at hōme to-day and play?

Yes, wē may, for this is Sat-ur-day.

Then let us get a lot of clay and make mud pies and bake them in a fire.

Nō, let us get dog Tray, and a-way wē will go to help the men rake hay.

Yes, wē will; that is real fun, and wē can ride home on top of the wag-on.

May Tray ride on the wag-on too?

I do not know, but he will ask to ride; just see his eyes shine as he hears me say he may go with us to the hay-field.

## LESSON 37.

ai	ai = ā	ai = ā	ai = ā	ail
ail = āl	aid = ād	sail	fail	
tail = tāl	laid = lād	pail	jail	
bait = bāt	rail = rāl	paid	vain	
pain = pān	rain = rān	nail	maid	
gain = gān	hail = hāl	mail	main	

May wē take a sail on the bay? Nō, for I fear it will rain very soon. You may take a pail and go to the end of the lane and get some bait for us to fish with. Fish bite best on a rainy day.

This fish is a shad. It has fins and is very bō-ny. Shad live near the big, wide sea.



Do you know if the mail has come in to-day? Nō, but I will hail the post-man and ask him if it has come.

Try to hit that nail on its head.

## LESSON 38.

ng

ng

ng

ng

ng

ng

b a ng=bang

r i ng=ring

s i ng=sing

h a ng=hang

r a ng=rang

s a ng=sang

w i ng=wing

r u ng=rung

s o ng=song

g o ng=gong

l o ng=long

th i ng=thing



“Ding-dong ; ding-dong.” Is that a gong ? Nō, it is a bell ; it rings for us to gō in-to school. It hangs very high up, and it has to be pulled by a long and strong rōp.

Sing mē a song, but not a long one.  
 “Ding-dong bel ; the cat’s in the well.  
 Who put her in ? Little Johnny Finn.”  
 Did you learn that tūne from Mā-bel ?  
 Yes, I heard her sing it last nīght.  
 Tell mē the rest of the song.

## LESSON 39.

ñ = ng

ñ = ng

ñ = ng

i ñ k=iñk	ba ñ k=bañk	thi ñ k=thiñk
wi ñ k=wiñk	ha ñ k=hañk	tha ñ k=thañk
si ñ k=siñk	ta ñ k=tañk	chu ñ k=chuñk

Mā-mie, can you wiñk your right eý?

Yes, Ī thiñk Ī can. Oh, but that is your left eý; try to wiñk the right. Ī can wiñk bōth eýes; <sub>z</sub> <sub>w</sub>one at a tīme.

Ī thiñk it will soon bē dinn-er tīme, Willie; plēase ring the bell for the man at the tañk to cōme and get ready, and then hōld this hañk of thread for mē to wīnd. Ī have mādē a cherry pīe for you.

Oh, thañk you, Mā-mie; af-ter dinn-er Ī will fill your iñk-stand; it is nēar-ly drȳ. Ī will wash it clēan at the siñk.

## LESSON 40.

Oi oi oi = oy oy = oi oi oy

oil = oil boil toy joy join  
toil = toil coin = coin boy Roy joint



See this boy. His name is Roy. He seems full of joy. He has a coin. It is a dime. Will Roy buy toys with his dime? I think he will buy cakes or can-dy.

Roy makes a great noise. Most boys like to make much noise. Roy has a fine voice.

## LESSON 41.

Ou ou ou = ow ow = ou ou ou

out loud cow now fowl flour  
pout found row how plow house  
our round bow sow town mouse  
sour sound vow owl down Brown

Jeff Brown is<sub>z</sub> gō-ing out of<sub>v</sub> the house for a can of<sub>v</sub> oil and a bag of<sub>v</sub> flour. Hē must not pout, nor should hē shout very loud in the street, or stop to play.

Jeff stops; hē sees<sub>z</sub> some-thing on the ground; it is<sub>z</sub> round and red; it is<sub>z</sub> a cent. How glad hē is<sub>z</sub>; now hē can buy<sub>z</sub> an apple to give to his<sub>z</sub> little sis-ter Dot.

List-en to Dot's cat. Does<sub>u</sub> it say, "Mew, mew"? I think it says<sub>z</sub>, "Mi-ow, mi-ow."

lōw bōw slōw snōw crōw bōwl  
sōw shōw blōw grōw thrōw blōwn

See the snōw, and hēar the wind blōw, and list-en to the cock crōw as<sub>z</sub> the hens<sub>z</sub> gō up the tree to roost.



Gō slōw-ly and spēak in a lōw tōne till you get out-sidē of<sub>v</sub> the school-house. Now, boys<sub>z</sub> and girls<sub>z</sub>, you may shout.

## LESSON 42.

ōō = ū

· ōō = ū

ōō = ū

f ōō t = fūt

r ōō k = rŭk

h ōō d = hŭd

l ōō k = lŭk

n ōō k = nŭk

sh ōō k = shŭk

t ōō k = tŭk

b ōō k = bŭk

b r ōō k = brŭk

c ōō k = cŭk

h ōō k = hŭk

c r ōō k = crŭk

g ōō d = gŭd

w ōō d = wŭd

croök-ed

See mŷ new bōök. It is a gōöd bōök.  
 Ī let Bet-sy the cōök lōök at it.



Chan has hurt his fōöt on a  
 croök-ed stick; sō let us gō  
 and sit in this shādy nōök bŷ  
 the brōök, and lōök at the  
 rōöks as they flŷ to the  
 church steeple and a-līght up-on it.

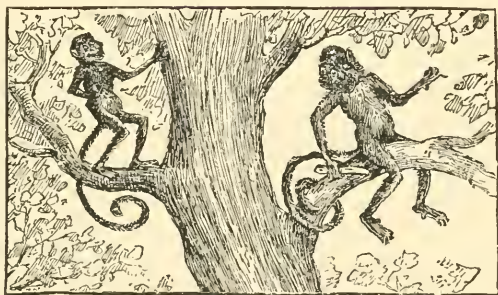
Yes-ter-day Roll-in Ray tōök a croök  
 and shoök it at the rōöks, and the rōöks  
 flew off crŷ-ing, “kee-ee, kee-ee.”



## LESSON 43.

sick	lock	tick	pick	Jack	tick-et
kick	luck	rock	tack	Dick	rack-et
back	peck	sack	duck	stick	pock-et
pack	neck	sock	wick	knock	buck-et

Don-ald and Jack went to the shōw. They had two tick-ets and took sēats in frōnt to see a tāmē mōñ-key play with sticks and dance a jig on a tīght rōpe.



The mōñ-keys in this tree äre wīld. The ōld mōñ-key has found a knīfē that some man left in the wōod. Hē will bē apt to hurt him-self with it, for a mōñ-key does not knōw hōw to ūse a knīfē. Mōñ-keys can swing bȳ the tail.

## LESSON 44.

Ä ä ä ä ä ah = ä Ä ä

äre*	fär	lärk	härk	därk
ärt	cär	pärk	bärk	yärd
ärm	bär	pärt	hård	märk-et
ärch	stär	cärt	härm	fäth-er



Is that a cärt? Nō, it is a wag-on. M̄y fäth-er is gō-ing to märk-et. Fäth-er, may I gō with you?—Yes, Chär-ley, get ready.—Oh, thañk you, fäth-er.

Now wē ärē hōmē a-gain, and it is nēar-ly dār-k. The stärs ärē com-ing out in the sk̄y. They ärē fär, fär a-way from us. Wē dō not see the stärs in the day-tīme.

Härk! I hēar a lärk. Ah, I see it now. The dog in the yärd bärks at it.

\* Sound "r" after "ä"; tongue drawn back and pointed upward.

## LESSON 45.

ä = ä sounded short.

ä sk	lä st	p ä th	ä nt	Ī d ä
t ä sk	c ä st	p ä ss	ä unt	Ell ä
f ä st	v ä st	cl ä ss	c ä n't	An ä ä
p ä st	m ä st	gr ä ss	ī d ē ä	Emm ä

Mämmä, may Ellä and Ī run down the gär-den päth to meet äunt Īdä? Wē will not gō on the gräss. Ī see äunt cōm-ing päst the läst elm tree. Yes, gō, Emmä, and help carry her bäs-ket; it seems heavy, and äunty must bē tīred.

Ī see Ann Ray; shē is a-fraid to cōmē in-to the yärd. Shē hēars the dog bärk. Run fäst, and äsk her to cōmē päst the dog. Hē will not bīte; hē is chained.

It is a rē-al täs-k to mākē Trip stop his noisē; hē likēs to bärk sō much.

## LESSON 46.

au aw

au=aw

aw=au

au aw

haul=haul  
maul=maul

daub  
Maud

Saul  
fault

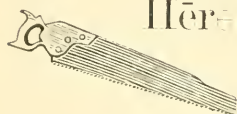
taught  
caught

saw=saw  
paw=paw

law=law  
raw=raw

jaw=jaw  
haw=haw

caw  
daw



Hēr is a saw; now wē boys can  
saw sticks in two with it.

Saul went with the wag-on  
to haul some wōd. Hē found a nest full  
of duck's eggs and a haw tree. Hē gāve  
three eggs and a lot of haws to Maud.

Maud had a boil on her jaw. It gāve  
her much pain; but shē is free from  
pain now. Saul was sorry for Maud.

A haw is like a very little red apple.

*please give me a little apple.*

## LESSON 47.

À    à            à = au = aw            au = aw = à

à-lī = al            b-à-lī = bal            t-à-lī = tal

f-à-lī = fal            h-à-lī = hal            c-à-lī = cal

w-à-lī = wal            s-à-l-t = salt            h-à-l-t = halt

m-à-l-t = malt    s-m-à-l = small            c-à-lled

The salt has been all tak-en a-way.

Have you seen my ball a-bout the hall?

Boys, fall in-to line. Let us all step in time. Right, left; right, left. That is not bad. Now try it over. Right, left; right, left. Now it is time to call a halt.

I want a small sprig of lī-lac from that bush; May is tall, and shē can get it for mē. It is too high for mē to reach, but May can reach to the top of the wall. Will you get it for mē, May? Please do. Thank you. That is a nice sprig.

## LESSON 48.

ô = a, but sounded somewhat shorter.

ô-r = ôr	g-ô-ne = gôn	c-ô-s-t = côst
f-ô-r = fôr	m-ô-th = môth	f-ô-r-k = fôr-k
n-ô-r = nôr	s-ô-f-t = sôft	h-ô-r-n = hôrn

lôst    bôrn    hôrsē    shôrt    ôught  
 môrn    nôrth    frôth    frôst    fôught  
 fôrm    brôth    clôth    stôrm    brôught

Last New Yēar's môrn I heard a hôrn.

Did you? Yes, not on-ly one, but I heard two ôr three hôrn<sub>z</sub>. It was a stôrm-y day. Ther<sub>a</sub> was frôst on the trees and on the win-dôw pan<sub>z</sub>s.

The f<sub>u</sub>rst day of Jan-ū-a-ry is shôrt; it is then that the new yēar com<sub>z</sub>es in.

Ned lôst John's ball, and hē can-not find it. Hē lôst it on the nôrth sīdē of the bārn. Wē went to lōok for it, and somē mud flew on m<sub>y</sub> cōat sleeve.

## LESSON 49.

Â â

â â â

Á á

fâre	bâre	snâre	têâr	fâir
râre	dâre	châir	wêâr	hâir
câre	pâre	Clâre	thêre = thâr	

See, mÿ feet äre bâre. I like to gö bâre-foot in the summ-er; doo not yoo, couz-in Annâ?

Oh, Eddy, I am too ôld to gö bâre-foot. Take câre lest you stub your tõe.

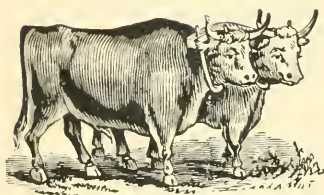
Clâre has a pâir of new boots. Her fâth-er had them mädë for her in town. Shê has a rock-ing châir, too, that her moth-er gäve her the day shê wäz föur yëars ôld. I wäz there at the time.

Well, Annâ, I am glad Clâre has new boots to wêâr and a rock-ing châir. Mÿ pöpä and mammä give mē sō many nice things, and Clâre ought to have some too.

## LESSON 50.

X x x=ks x x=ks x x

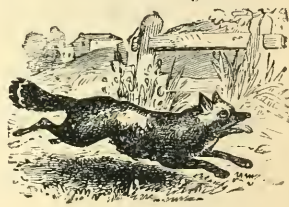
s i x=six b o x=box t a x R e x=Rex  
f o x=fox w a x=wax v e x o x ox-en



An ox is very strong.  
Ox-en pull heavy loads,  
and sō are of ūse to men.

Mȳ cou<sub>z</sub>-in Rex can  
drīve ox-en, and haul wōod and hay.

A fox can run fāst-er  
than an ox. Fox-es are  
of nō ūse; they are not  
bigg-er than a dog, and  
catch ducks and geese.



Chārles, do not vex Lē-nā. It is not  
rīght to vex a little chīld and māke it  
crȳ. Give Lē-nā the six nuts, and put  
them in her box. Then shē will not crȳ.



## LESSON 51.

Wh wh wh wh *wh wh*

wh<sub>ȳ</sub> wh<sub>i</sub>z wh<sub>ī</sub>le whee<sub>l</sub> wh<sub>ā</sub>le  
 wh<sub>i</sub>p wh<sub>a</sub>t wh<sub>ī</sub>te wh<sub>a</sub>ck wh<sub>ī</sub>ne  
 wh<sub>e</sub>n wh<sub>i</sub>m wh<sub>i</sub>ch wh<sub>e</sub><sub>a</sub>rē = wh<sub>ā</sub>r

“Smack went the whip,  
                     round went the wheels,  
 As<sub>z</sub> wē set off for town.

A wheel cāme off, the whip wāz<sub>z</sub> lôst,  
 The pōny tum-blēd down.”

Pray stop and tell mē wherē you<sub>oo</sub> lôst  
 the whip. Wāz<sub>z</sub> it b<sub>y</sub> a housē; and on  
 which sīdē of the lānē?

Wh<sub>ȳ</sub>, I dōn't knōw; for I got a whack  
 on the head, and lôst m<sub>y</sub> sens-es<sub>z</sub> for  
 a-whīle, and when I cāme<sub>o</sub> to, I did not  
 thiñk of the whip. The whīte pōny cut  
 h<sub>i</sub>s<sub>z</sub> knees<sub>z</sub> bad-ly, for which I am sorry;  
 but it is nō ūsē to whīne over mis-haps.

## LESSON 52.

Final *ce* = *s*. Used after a long vowel.

f-ā- <sub>s</sub> ce = fās	r-ī- <sub>s</sub> ce = rīs	d-ī- <sub>s</sub> ce = dīs
n-ī- <sub>s</sub> ce = nīs	l-ā- <sub>s</sub> ce = lās	m-ī- <sub>s</sub> ce = mīs
p-ā- <sub>s</sub> ce = pās	r-ā- <sub>s</sub> ce = rās	m-ā- <sub>s</sub> ce = mās
p r ī <sub>s</sub> ce = prīs	p i ē <sub>s</sub> ce = pēs	b r ā <sub>s</sub> ce = brās
p l ā <sub>s</sub> ce = plās	n i ē <sub>s</sub> ce = nēs	G r ā <sub>s</sub> ce = Grās

Wash your fā<sub>s</sub>ce clēan, and then wē will have a rac<sub>s</sub>e to the school-house.

Let us fīnd a gōod plā<sub>s</sub>ce to study and do some sums. How much will a brā<sub>s</sub>ce of duck<sub>v</sub>s cōst, at ten c<sub>s</sub>ents for <sub>w</sub>u<sub>oo</sub>ne duck?

What is a brā<sub>s</sub>ce? A brā<sub>s</sub>ce mēans <sub>z</sub>two<sub>oo</sub>. Then the prī<sub>s</sub>ce will bē twen-ty c<sub>s</sub>ents.

Grā<sub>s</sub>ce, tell the prī<sub>s</sub>ce of a piē<sub>s</sub>ce of lā<sub>s</sub>ce at six c<sub>s</sub>ents a yārd. How can I tell, unless you say how many yārd<sub>z</sub>s there āre? There āre fīve yārd<sub>z</sub>s. What is the cōst?

## LESSON 33.

Dotted g. ġ = j ġ = j

ā ġe = āj    r ā ġe = rāj    c ā ġe = cāj    l ä r ġe  
 s ā ġe = sāj    p ā ġe = pāj    h ū ġe = hūj    b ä r ġe  
 b a ġe = baj    l e ġe = lej    l o ġe  
 h e ġe = hej    j u ġe = juj    d o ġe  
 w e ġe = wej    M a ġe = Maj    H o ġe

Madġe is nīne yēars ōld. Shē has a bīrd-cāġe. Hodġe found a young bīrd in the hedġe and brōught it to Madġe.

Last nīght they went on the stāġe at a meet-ing and spōke some vers-es, and the judġe gāve ēach of them a badġe mād of ribb-on and a lārgē bōok of pō-emz.

Madġe read sev-en pāġ-es in her bōok while Hodġe wās māk-ing a woōd-en wedġe to hōld the bīrd-cāġe up straight.

NOTE.—“ge” is used for “j” after a long vowel; “dġe,” after a short.

## LESSON 54.

ft	nt	nd	rt	rn	rl	st
li ft	le nd	tu rn	tô st	sh ĩ rt		
si ft	la nd	bä rn	ru st	ch ur ch		
gi ft	rĩ nd	bu rn	du st	ch urn		
se nt	wi nd	fu rl	we st	ch est		
be nt	pä rt	hu rl	de nt	th e ft		
re nt	hu rt	gi rl	e ũ re	ch ä rt		

This ring was a gift from Lē-on. I mend-ed the rent in his gloves for him.

A burn is apt to hurt; sō dōn't play with fīre. Many child-ren have dīed from ver-y bad burns. Keep away from fīre.

I have mād a dent in the blāde of my knīf. I want it now to peel the rīnd from this lem-on. When I have dōne I must wīpe it drȳ, or it will soon bē rusty.

*do not play with fire.*

## LESSON 35.

lt ld lb lf lk lp lm

belt	felt	melt	kilt	hilt
held	weld	bold	cold	sold
bulb	self	silk	milk	sulk
pulp	gulp	help	bolt	shelf
helm	film	mild	child	scalp

Ī have had a long walk to-day. Sam Dā-vis found a child that had lōst its way. It could not tell where it lived; sō Sam brōught it to his fāth-er's house and gāve it a cup of milk and a bis-cuit.

Then wē felt that wē must trȳ to get the child hōme; sō Ī went with Sam to lōok for its moth-er.

It wāz Mrs. (misis) Smith's little girl, nāmed Vē-rā. Mrs. Smith wāz very glad to have Vē-rā back sāf and sound. Shē gāve ēach of us a bunch of rōs-es.

## LESSON 56.

pl

bl

fl

sl

cl

gl

plat

slip

clap

bleed

plate

plan

sled

clog

plant

slide

bled

slim

clam

plank

glide

flat

slam

clash

flank

glass

flap

glad

clock

click

fling



See the flag flap in the wind.

I am glad to clap my hands at it and shout, "hur-rä!"

The boys are go-ing to march to-day. Dā-vid Ross is to carry the flag, while I beat my drum, and Tō-ny Hall blows on his tin horn. It is good fun to march and keep step to the mū-sic.

Bet-sy, while I am at play, you can take my sled and have a ride on it; but take care you do not slip off.

## LESSON 57.

br cr dr fr gr pr tr

br a n	fr ee	tr ee	br u sh	pr ī dē
br a g	fr o m	tr i m	pr o u d	br i ng
cr a g	fr o g	tr u st	gr ee n	fr e sh
dr i p	gr i p	tr ā dē	cr u sh	gr o w l

Thēse men gō out in the sēa to catch fish to sell in the mārket. They catch them in a net and bring them to the land. I thiñk they will bring the net to the bēach un-der the crag.

Do you see the crag? It is a hīgh, steep rock. The men's bōat is on the bēach, nēar the fōot of the crag.

The fish āre alīve; they try to spring from the net. It is hārd work to drag a net full of fish to the shōre.



## LESSON 58.

mp

mp

mps

mps

lump	limp	crimp	jumps	crimps
damp	jump	plump	amps	cramps
pump	camp	clump	bumps	tramps

If you bump your head or stump your toe, do not cry. When Sī-mon Hicks feels in the dumps, hē hops and jumps and whacks a-way at the stumps in the woods-lot.

Jōb fell ov-er a stump and went plump in-to the swamp. Then hē had to jump live-ly to get out. When hē got hōme his sis-ter gāve him an apple dump-ling.

Ann Dix crimps her hâir bȳ an oil lamp. Hâir does not curl well on a damp day; the crimps come out very soon.

Ī slept in a damp bed; that gāve mē a cōld, and I had cramps next day. Then Ī had to tākē some hot gin-ger tēa.



## LESSON 59.

st	sk	sc	sw	str	shr	thr
st e m	st ō nē		sw i ft	str i ct	shr u b	
sk i n	sc â rē		sw e pt	str ī vē	shr i ē k	
sk i p	sc a ld		sw e e t	str o ng	shr i ll	
sk i m	sc a lp		sw e a t	str a nd	thr e a d	
sk u ll	sc ō ld		sw u ng	str ō kē	thr ī vē	
sw i m	sw e e p		sw i tch	str e e t	thr i ft	

Ben Ward wants to find a strong string to put round a pār-çel of bōōks. Hē starts to school this mōrn-ing, and says hē will strīve to stand at the head of hīz class. If hē had a strong strap with a buck-le to put round hīz bōōks, hē could skip a-long with-out fēar that hīz bōōks would fall a-pärt as hē went.

Now I am gō-ing to swing on the lawn. I like to gō swift-ly through the âir, and feel the rush of the wind on mī cheeks.

## LESSON 60.

sm	sn	sp	spl	spr	ser
sm u t	sp i n	sp l i t	scr a p	sn a tch	
sm a l l	sp o t	sp r i g	scr ā p	scr i pt	
Sm i th	sp u r	spl ī c	scr u b	scr ē a m	
sm a sh	sp e ll	sp r i ng	sm e ll	scr ee ch	
sn a p	sp ou t	sp r ou t	sm ī le	scr a tch	
sn a g	sp e nd	sp r e a d	sn â r	spl u r ge	

Tom Green can split a cōrd of wōod.

Dō-rā Brown scrubs<sub>z</sub> the flōor with sand.

Do<sub>oo</sub> not scratch the slāte with a pin.

Scrāpe your feet when you cōme in-dōors<sub>z</sub>.

When spring cōmes, the seeds<sub>z</sub> sprout.

Then the lēaves<sub>z</sub> un-fōld to the sun-shīne.

Laugh(f), if you plēase<sub>z</sub>, but do not screā.

Nō-tīe that script lett-ers<sub>z</sub> all slant.

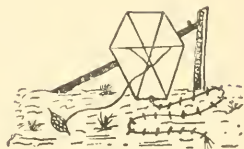
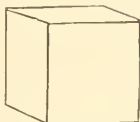
Do<sub>oo</sub> not snap the whip at the dog; it will

make him snārl and growl at you.

Cō-rā Wil-son slipped(t) in the slush.

LESSON 61.

Q q    q=c=k    c=q=k    k=c=q    7



cūbe

kīte

q ū aī l = quail

q ū ē ll = quel

q ū ī ll = quil

q ū ēē r = queer

q ū ā k = quak

q ū ī k = quik

q ū ī z

q ū ī t

q ū ī te

s q ū ēā l = squēl

s q ū ī n t = squint

s q ū ā sh = squash

s q ū â rē = squâr

s q ū ēā k = squēk

s q ū ēē zē = squēez

A cūbe is squâr on all its sīdes. Can you count the sīdes of the cūb? This room is not quīt squâr. That kīte is not at all squâr. What shāp is a quail? Is it mōre of a round or squâr shāp? It is round, but not round lik a ball.

## LESSON 62.

ing	ing	ings <sub>z</sub>	ings <sub>z</sub>
tr̄y-ing	hēat-ing	ring-ing	fēast-ing
ask-ing	hōld-ing	fīnd-ing	bring-ing
fish-ing	wish-ing	bang-ing	stand-ing
play-ing	romp-ing	wiŋk-ing	thiŋk-ing
sing-ing	pump-ing	hush-ing	land-ings <sub>z</sub>
mend-ing	grōw-ing	push-ing	meet-ings <sub>z</sub>

Annā, what āre you dō-ing just now?

Ī am dō-ing two<sub>oo</sub> or three thiŋgs<sub>z</sub>. Ī am stand-ing on a stool, and dust-ing the bric-a-brac on the man-tel; and Ī was sing-ing when you be-gan talk-ing to mē.

When Ī have dōne dust-ing Ī am gō-ing to be-gin mend-ing mȳ dress. Ī was dānc-ing and romp-ing with Īdā yes-ter-day and caught the sleeve of it on a nail.

But Ī am thiŋk-ing you should bē off to school. Write an ex-cūse? Nō, sir.

## LESSON 63.

er = ur

er = ur

er = ur

ev-er	lett-er	pāst-er	shelt-er
ōv-er	fāst-er	pōst-er	nēith-er
nev-er	bett-er	broth-er	blund-er
clōv-er	help-er	weath-er	wheth-er
ēith-er	māst-er	helt-er-skelt-er	

Our cows<sub>z</sub> feed on the sweet clōv-er.

It wās<sub>z</sub> a bad blund-er to pāste the picture on the pāp-er wrong sīde up.

Nēith-er mī<sub>u</sub> fāth-er nor mōth-er nor broth-er nor sist-er uses<sub>z</sub> tō-bacc-ō.

I nev-er can tell wheth-er mī<sub>u</sub> un-cle mēans<sub>z</sub> what hē sās<sub>z</sub>. Hē is such a jōk-er.

When you<sub>oo</sub> mail a lett-er do<sub>oo</sub> not fail to put a two<sub>oo</sub> cent stamp on it.

The word "helt-er-skelt-er" mēans<sub>z</sub> the sāme as "cāre-less." Things<sub>z</sub> had bett-er not bē done in a helt-er-skelt-er mann-er.

## LESSON 64.

zh

zh

zh

zh

zh

zh

rouge = roozh  
 az-ūre = azh-ūr  
 vis-ion = vizh-on

meas-ūre = mezh-ūr  
 treas-ūre = trezh-ūr  
 pleas-ūre = plezh-ūr

Rouge(zh) is a kind of fine, red paint. The sense of sight is called vis-ion(zh). That box has been a great treas-ūre(zh). I have much pleas-ūre(zh) in know-ing that it has been so use-ful to you.

My fan is of an az-ūre(zh) hue. What do you mean by "az-ūre"? The word "az-ūre" means blue—the color of the sky.

What is wax made of? Wax is made by the little bees. The house in which the bees live is called a hive. They make the comb of wax, and fast-en it to the sides of the hive, and in the comb they put the sweet honey from the flow-ers.

## LESSON 63.

## The Busy Bee.

How well the little busy bee  
 Im-proves the shīn-ing hours,  
 And gath-ers honey every day  
 From all the ō-pen-ing flowers.

How skill-fully shē builds her cell;  
 How nēat shē spreads the wax,  
 And lā-bors hārd to stōre it well  
 With the sweet food shē mākes.

In works of lā-bor or of skill,  
 I wōuld bē busy too;  
 Rīse ere the sun has clīmbed the hill,  
 And work til fāl-ing dew.

In books, or work, or health-ful play,  
 Let mȳ fīrst yēars bē past;  
 That I may reck-on every day  
 Mōre happy than the last.

## The Sun.

The grēat round sun which wē see rīse in the ēast ev-ery mōrn-ing is what gives light and hēat. If there were nō sun wē could not live. Nō grās would grōw, nor any-thing else. Ev-ery thing would freeze; and then it would bē sō dārk, that, if wē could live, wē could not see at all.

The sun rīses in the ēast and sets in the west. Point to the ēast and the west.

## Days of the Week.

Sun-day, Mon-day, Tūes-day, Wednes-day, Thurs-day, Frī-day, Sat-ur-day.

## Months in the Yēar.

Jan-ū-ary	May	Sep-tem-ber
Feb-rū-ary	Jūne	Oc-tō-ber
Mārch	Jū-l̄y	Nō-vem-ber
Ā-pril	Au-gust	Dē-çem-ber



## The Five Sens-es.

Wē can see things<sub>z</sub> with our eȳes<sub>z</sub>. Wē can hēar noīs-es<sub>z</sub> with our ēars<sub>z</sub>. Wē can smell ō-dors<sub>z</sub> with our nōs-es<sub>z</sub>, and tāste food with our tōngues<sub>z</sub>. Wē can touch, feel, and handle things<sub>z</sub> with our hands<sub>z</sub>. See-ing, hēar-ing, smell-ing, tāst-ing, feel-ing, āre called the fīve sens-es<sub>z</sub>.

## Hands and Feet.

Wē have fīve tōes<sub>z</sub> on ēach fōot, and fōur fiŋ-gers<sub>z</sub> and a thumb on ēach hand. The hōrse has fōur feet, and sō has the dog and the cat and the mōuse. Birds<sub>z</sub> have but two<sub>oo</sub> feet. Snākes and worms<sub>z</sub> have nēith-er hands<sub>z</sub> nor feet. Fish-es<sub>z</sub>, al-sō, have nēith-er hands<sub>z</sub> nor feet, but they<sub>u</sub> have fins<sub>z</sub> and a tail, and with thēs<sub>z</sub> they<sub>u</sub> āre ā-ble to swim very fāst.

## Hens<sub>z</sub> and Chick<sub>z</sub>s.

Ann has some hens<sub>z</sub> and chick-ens<sub>z</sub>. They live in a yārd. Ann comes<sub>z</sub> there<sub>a</sub> to feed them. Shē likes them all, but shē likes the little chicks best. They āre sō sôft, and sō fond of the ōld hen.

The hen that has<sub>z</sub> nō chicks lays<sub>z</sub> eggs<sub>z</sub> for Ann,—nīce, new, whīte eggs<sub>z</sub>. Some day this hen will have chicks too. Ann will put some straw in a box. Shē will give the hen some nīce eggs<sub>z</sub>.

The hen will sit on the eggs<sub>z</sub> and keep them warm for three weeks. Then there will bē chicks in the shells<sub>z</sub>.

They will peck at the shell, and crȳ, “Peep, peep.” The hen will breāk the shell, and the sôft chicks will come out. The hen will bē glad. Ann will bē glad too. The hen will cluck, and Ann will laugh(f) to see the chicks run to her.

## The Hop Song.

Let us sing a song. But first wē will  
sing the scāle to the eight long vow-els.

Count fōur bēats to ēach vow-el. Sing:

ē,—ā,—\*â<sub>z</sub>,—ä,—\*ur,—a,—ō,—oo.

Now for the song. All ready? Be-gin.

Hop, hop, hop,

Gō and nev-er stop.

Wher<sub>a</sub> 'tis smooth or wher<sub>a</sub> 'tis stō-ny,

Trudge a-long, mȳ little pō-ny,

Gō and nev-er stop;

Hop, hop, hop, hop, hop.

Hey, hey, hey,

Gō a-long, I say.

Some-tīmes<sub>z</sub> trott-ing, some-tīmes<sub>z</sub> pāc-ing,

Some-tīmes<sub>z</sub> walk-ing, some-tīmes<sub>z</sub> rāc-ing,

Gō a-long, I say;

Hey, hey, hey, hey, hey.

\* The *r* is added to secure the exact vowel tone ; *r* is not to be sounded.

## ALPHABET OF LETTERS.

To be named, and repeated in order.

A	a	J	j	S	s
B	b	K	k	T	t
C	c	L	l	U	u
D	d	M	m	V	v
E	e	N	n	W	w
F	f	O	o	X	x
G	g	P	p	Y	y
H	h	Q	q	Z	z
I	i	R	r	&	&

---

I II III IV V VI VII VIII IX X

---

1 2 3 4 5 6 7 8 9 10

MODEL SCRIPT ALPHABET.

A a	J j	S s
B b	K k	T t
C c	L l	U u
D d	M m	V v
E e	N n	W w
F f	O o	X x
G g	P p	Y y
H h	Q q	Z z
I i	R r	

1 2 3 4 5 6 7 8 9 10

## LESSON 66.

In monosyllables and syllables generally, “u” followed by “r” final, or “r” succeeded by a *consonant*, is lengthened in sound. The hair line on “r” denotes the lengthening.

fur	bur	turn	curd	surf	lurch
cur	burn	lurk	hurl	curl	nurse
pur	hurt	curb	turf	furze	purse
cur-ly	bur-den	cur-tain	pur-pose		
tur-tle	tur-key	sur-vive	sur-name		
tur-nip	pur-ple	fur-ther	sur-prize		

## LESSON 67.

In monosyllables and accented as well as unaccented syllables, “e,” “i” and “y,” when succeeded by “r” followed by a *consonant*, sound much like “u” lengthened in tone. The hair line on “r” denotes this obscure sound combined with “r.”

her	bird	firm	serve	thirst
were	dirt	birth	clerk	thirsty
jerk	stir	mirth	learn	thir-ty
verb	girl	third	myrrh	thir-teen
per-mit	ser-pent	ker-nel	ser-mon	
per-son	nerv-ous	firm-ly	myr-tle	

LESSON 68.

“e” generally takes a sound nearly like “i,” in the first syllable of a word, when the second syllable is accented.

de-nỹ	be-gin	re-pent	se-dātē
de-lay	be-lōw	re-pōrt	se-vērē
de-sīrē	be-hīnd	re-dūcē	se-rēnē
de-tain	be-long	re-tain	se-cūrē
de-prīvē	be-tray	re-spect	se-çēdē

“gh” sounding as “f.”

laugh(f) = lāf	tough(f) = tuf	trough(f)
cough(f) = cōf	rough(f) = ruf	e-nough(f)

After the sounds of “k, s, f, p, ch, sh,” and “th,” all breath consonants, “d” sounds “t.” Crossing “d” indicates that it has the “t” sound.

dipped(t) = dipt	lockēd(t) = lokt	kissēd(t)
laughēd(ft) = lāft	coughēd(ft) = cōft	
wishēd	barkēd	jumpēd
missēd	clappēd	cuffēd
bouncēd	crushēd	hitchēd
		roughēd(f)

## LESSON 69.

“o” sounding as “u.”

som<sub>u</sub>ə = sumdon<sub>u</sub>ə = duncom<sub>u</sub>ə = cumt<sub>u</sub>ən = tundov<sub>u</sub>ə = duvlov<sub>u</sub>ə = luvwork<sub>u</sub>worm<sub>u</sub>word<sub>u</sub>worth<sub>u</sub>worst<sub>u</sub>wors<sub>u</sub>əworld<sub>u</sub>glov<sub>u</sub>əshov<sub>u</sub>əcov<sub>u</sub>-erhov<sub>u</sub>-erlov<sub>u</sub>-era-bov<sub>u</sub>əlov<sub>u</sub>-lyoth<sub>u</sub>-erworth<sub>u</sub>ymoth<sub>u</sub>-eran-oth<sub>u</sub>-erbroth<sub>u</sub>-erlov<sub>u</sub>-ing

“e-e” or “ei,” followed by “r,” sounds “â”; “ei” or “ey,” *not* followed by “r,” sounds “ā.”

er<sub>a</sub>ə = ârthey<sub>a</sub>reign<sub>a</sub>eighth<sub>a</sub>ther<sub>a</sub>əprey<sub>a</sub>deign<sub>a</sub>eighty<sub>a</sub>their<sub>a</sub>vein<sub>a</sub>eight<sub>a</sub>weight<sub>a</sub>wher<sub>a</sub>rein<sub>a</sub>seine<sub>a</sub>weighty<sub>a</sub>ther<sub>a</sub>-fōrether<sub>a</sub>-inther<sub>a</sub>-atwher<sub>a</sub>-fōrewher<sub>a</sub>-onwher<sub>a</sub>-everneigh<sub>a</sub>-bor<sub>u</sub>heir<sub>a</sub>-essfreight<sub>a</sub>



## LESSON 70.

After “r” and “ch,” ū, ue, and ew sound more like oo than ū.

rū <sub>oo</sub> l <sub>e</sub>	trū <sub>oo</sub> th	rū <sub>oo</sub>	crew	strew
rū <sub>oo</sub> d <sub>e</sub>	trū <sub>oo</sub> c <sub>e</sub>	trū <sub>oo</sub>	drew	threw
Rū <sub>oo</sub> th	frū <sub>oo</sub> it	brew	grew	screw

“o” representing the sound of “oo.”

do <sub>oo</sub>	lose <sub>oo z</sub>	whose <sub>oo z</sub>	ca-no <sub>oo</sub>	los-ing <sub>oo z</sub>
who <sub>oo</sub>	move <sub>oo</sub>	prov <sub>oo</sub>	prov <sub>oo</sub> ed	mov-ing <sub>oo</sub>
sho <sub>oo</sub>	whom <sub>oo</sub>	un-do <sub>oo</sub>	los-er <sub>oo z</sub>	prov-ing <sub>oo</sub>

“ph” always sounds as “f.”

Phil-ip = Fīl-ip	al-pha-bet	tel-e-graph
phys-ic = fiz-ic	tel-e-phōn <sub>e</sub>	pho-tō-graph

“i” used for “ē.”

po-lice(ē)	ben-zin <sub>e</sub> (ē)	fa-tig <sub>u</sub> er(ē)
ma-rine(ē)	mag-a-zine(ē)	pique(ē)

## LESSON 71.

In any syllable after the first, “ti, si, zi, ci,” and “ce,” followed by a vowel and “n, l, r,” or “ous,” have the sound of “sh;” sometimes of “zh,” as:

ac-tion = ac-shun	ver-sion = ver-shun	spā-cious = spā-shuns
pā-tient = pā-shent	brā-sier = brā-zher	spe-cial = spe-shal
pār-tial = pār-shal	grā-zier = grā-zher	ō-cean = ō-shun

“S” is the equivalent of “sh” in “sion” or “sure” when either syllable is preceded by a consonant; as, in “man-sion, cen-sure.” “S” is the equivalent of “zh” when “sion” or “sure” is preceded by a vowel; as, in “vi-sion, co-he-sion, mea-sure, ex-po-sure.”

“x” = “gz” is shown by a small “z” under “x.”

ex <sub>z</sub> -act	ex <sub>z</sub> -ert	ex <sub>z</sub> -ult	ex <sub>z</sub> -am-in-
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Words very irregular.

sew(ō)	wom-en(i)	sōld-ier(j)
quay(ē)	sug-ar(sh)	colō-nel(r)
beau(ō)	sure(shoo)	re-gime(zhē)
roug <sub>oo</sub> (zh)	sure-ty(shoo)	añx-ious(sh)
chintz(s)	Xē-ni-à(Z)	nox-ious(ksh)
beaux(ōz)	Xerx-es <sub>z</sub> (Z)	hall-e-lū-jah(y)

## HINTS ON PHONIC TEACHING,

TO ASSIST THOSE UNUSED TO SPELLING BY SOUND.

IN using the Step-by-Step Primer, the *names* of letters are not to be called; but each character is taught as indicating a particular sound, which sound is to be made on sight of the letter. Any vowel letter, *unmarked*, denotes the “second,” or short, sound of the vowel.

The word “vowel” means vocal, or voice. Vowels are *free, voice* sounds, made with the organs of speech more or less apart. Consonants are *touch* sounds, produced by some of the organs of speech—the lips, teeth, tongue, palate, and throat—being in contact or very near together. Some consonants are produced by expulsion of the *voice or tone* during or immediately after the touch, as V, D; and some by the expulsion of *the breath without tone*, as F, T.

LESSON 1. **c, a, t.** **c** as **k**.—Close the throat and expel the *breath*. Let the pupil place the forefinger over the uppermost cartilage of the windpipe, and feel the vibration as the sound of **c** is made. Repeat the sound many times.

**a** as in “at.”—Mouth very wide open; sound cut *short*. Repeat **a**, and every new sound when it first occurs, *many times*, as shown at the head of each lesson.

**t**.—Bring tip of the tongue to hard palate, behind the teeth. Alternate the sounds of **a** and **t**, and show the different shape of the mouth in making them. Repeat **a-t** in quick succession, producing the syllable “at.” Teach the letters representing the sounds of **a** and **t**, on the black-

board. When "at" is understood, prefix **c** to "at," making "cat." Then analyze into the elementary sounds, **c-a-t**. The sign = is used all through the Step-by-Step Primer to denote "equal to" or "the same as," and refers to sounds and their representatives.

Put the word "a" before "cat," giving it a short and somewhat indefinite sound, and have it said quickly with "cat." Prefix "a" to all nouns, as they come in the first few lessons. Never let "a" be said until the following word is understood, and can be said immediately after the "a." The hyphen denotes the close union. Teach "the" *without analyzing*, as ending with a short indefinite vowel, joined closely to the following word; but show position of the tongue for "th"—between the teeth.

Instruct the pupil to sound the letters in succession from left to right. It is just as natural for a child to begin at the right end of a row of letters as at the left. This is something to be definitely taught.

LESSON 2. **m**.—*Letter* composed of three lines or strokes. *Sound* made with the lips closed firmly; *voice* expelled through the nose. Pronounce **m**, then **a**, then **t**, distinctly apart at first; then closer, until the word "mat" is said. Prefix "a" making "a-mat;" then "the," then "my," each without analyzing, and followed quickly by the next word. Then teach "and" as a word; the teacher saying it herself until the child recognizes it.

LESSON 3. **s**.—Teeth close together, and tongue drawn fully back, but not far; *breath* forced between the teeth.

Children who lisp must be specially drilled—made to put the teeth together, draw the lips apart and keep the tongue

back while expelling the breath. This drill must often be continued for weeks. Practise on short sentences containing *s*, as, "Sally may sing a song," "Send Sam for the saw."

Divide the sounds in "sat" and "Sam" as in "eat" and "mat." Teach the word "on" like "the, my, and," without analyzing. Explain the use of the words "a" and "the;" as, "Bring me a book"—any book. "Bring me the book"—some special book.

LESSON 4. **p**.—Lips closed as for **m**, but a little *breath* forced through.

LESSON 5. **n**.—*Letter* made of two lines, or strokes. *Sound* made by open lips, drawn somewhat back, and tip of the tongue fixed to hard palate behind teeth; voice thrown upward through the nose.

LESSON 6. **f**.—Under lip placed just touching the upper teeth, and *breath* forced between.

LESSON 7. **d**.—Tongue touching hard palate as for **t**, but the *voice* uttered instead of the breath. The word "and" can now be analyzed.

Call attention to the difference in the shapes of **d** and **p**: **d**—stem up; **p**—stem down. Compare "sap" and "sad."

LESSON 8. **h**.—Mouth well opened, without special position, and the breath made audible. Prefix the sounds learned, to syllables beginning with "a."

LESSON 9. **i** as in "in."—Compare the shapes of **i** with **a**: **i** is slim—one short stroke with a dot over it. It has a slender and *short* sound, corresponding with its looks. The tongue is close to the roof of the mouth, almost touching, so that there is but a narrow space for the voice to pass

through. But it is a *free*, not a touch sound; therefore a *vowel*. Add **s** to words already learned ending in **t** and **p**.

LESSON 10. **e** as in "egg."—Requires more shaping of the mouth than **a** or **i**. The tongue is not so close to the roof of the mouth as in sounding **i**, nor is the mouth so wide open as for **a**. To produce a vowel sound exactly, say a short word, as "pet," distinctly; omit the "p," sounding "et;" then drop "t," leaving the vowel "e," which should be sounded by itself several times, cutting it short.

LESSON 11. **o** as in "on."—Open the mouth wide, as for **a**, but draw the tongue fully back and throw the voice upward instead of outward. The word "on" can now be analyzed.

Allow no lengthening or drawling on the sounds of **ä**, **ë**, **ï**, **ö**, **û**. Have them pronounced *staccato*.

LESSON 12. **l**.—Fix the tip of the tongue fast behind the upper teeth and force the voice over the sides.

LESSON 13. **g**.—Close the throat as for **c**, but use the *voice* to make the sound instead of the breath. Place the forefinger upon the upper cartilage of the windpipe to feel the vibration.

LESSON 14. **u** as in "us."—A simple emission of voice, sounded in the throat, without any shaping of the mouth; **u** is called the "natural vowel."

LESSON 15. **ī** as in "bite," and **ȳ** as in "by."—These letters are equivalents in sound; **ī** being used alone or at the beginning or middle of a word, and **ȳ** usually at the end. The sound is compound; the mouth being open when it is begun, as for **ä**, and then the tongue rising to the posi-

tion for **i**. Show that the tongue rises while the sound is being made, but do not attempt analysis of the sound with young children.

Illustrate the using two forms for the same sound by mentioning things which are called by the same name, but have different shapes; as, mats, chairs, desks, stoves. (All mats or chairs are not of the same shape.) Though there are two forms for the **ī** sound, *neither denotes any other sound*. This illustration can be used in teaching the capital letters.

The word "my" can now be analyzed.

LESSON 16. **b**.—Mouth in position for **p**, but *voice* used instead of breath. Endeavor to get as much sound as possible *before* the lips are closed, and very little afterward.

LESSON 17. In the words "as, is, has, his," the true consonant sound is denoted by the small letter "z" below the large type **s**. In the same way the sound of "f" in "of" is expressed in Lesson 20. This plan is employed in the Primer to show the true sound, whenever it is practicable.

LESSON 18. Letters that have no sound at all are printed in hair-line type, and are not heard in analysis or pronunciation, though they appear in the print and script.

LESSON 19. **v**.—The *voice* sound of **f**; mouth in same position; upper teeth touching under lip.

**u** as in "put."—Bring the lips very near together, and draw the corners in slightly. Emit the voice quickly.

LESSON 20. **o** and **u** denote the same sound. Have the word "to" cut very short and said with the following word, as in teaching "a" and "the." Do not allow it to be pronounced separately.



LESSON 21. **r**.—Turn up the tip of the tongue till it nearly touches the roof of the mouth, and force the *voice* over the tip until it trembles.

It is a common fault of pronunciation to sound **r** very imperfectly, or not at all, when it occurs at or near the end of words. The vowels **u** or **ä** preceding **r** are substituted for, or made to include it. But **r** is never correctly pronounced unless the tip of the tongue is turned slightly up.

Drill daily on final **r**, and the words “or, nor, for, cur, curl,” etc. **r** lengthens the sound of a preceding short vowel. The fine line in the middle of the letter “r” indicates this lengthening.

LESSON 22. **j**.—Practice on **j** till a *deep voice* sound is heard. Drill on “judge;”—**j-u-j**.

LESSON 23. **w** as in “well.”—This is the same sound as **u**, but the lips are more compressed. The letter **w** is used mostly at the beginning of words and before a vowel.

LESSON 24. **th**.—Place the tip of the tongue between the teeth. An emission of breath will give the breath sound of **th** in “think.” An emission of tone will give the voice sound of **th** in “that.”

LESSON 25. **sh**.—Letters that are joined by a line denote a single sound, and the combination should be called by the name given in the Alphabet of Sounds, pages 6 and 7, when speaking the names of letters. This is, say “shee” and not **s h**, and speak of the “shee-sound.” Speak of “chee,” not of **c h**; of “thee,” not **t h**.

When **h** is a modifying character, changing the sound of **s** into that of **sh**, of **t** into **th**, of **c** into **ch**, a projecting



hair line nearly joins the **h** to the preceding letter which it modifies. **h** and **e** are the chief modifying letters.

LESSON 26. **k**.—This is another form of **c**. It is **c** with a line or prop at the back. The **c**-part is made angular, when the prop is prefixed. Explain the two forms thus to children, and give the illustration of an object sometimes having different forms, as was done in Lesson 15.

LESSON 27. **ē**.—The vowel letters which have the dash over them denote their first or *name* sounds; but, though they are easily pronounced, the teacher should see that there is a different shaping of the mouth for each, and endeavor to get a clear and precise articulation of **ē**, **ā**, **ō**. Also make the difference in both sound and length perceptible between **ā**, **a**; **ē**, **e**; **ī**, **i**; **ō**, **o**; **ū**, **u**.

LESSON 30. **y**, **i**.—The sound of **y** final, as in “any,” is identical with that of **i**. The sound of **y**, when initial, as in “yet,” is somewhat compressed on account of the vowel following; the tongue lightly touches the roof of the mouth. When **w** and **y** precede a vowel they represent consonant or touch sounds.

LESSON 32. **oo**.—Double-**o** is the regular phonetic representative of the vowel in “cool.” When used in place of **u**, as in “good,” **oo** has the mark of shortness placed over it—**ōō**.

LESSON 33. **ū**.—This sound is compounded of **i** and **oo**, uttered very quickly in succession; the **oo** being accented. Its usual equivalent is **ew**.

LESSON 34. **ee**.—Double-**e** is the regular equivalent of **ē** in “me,” and needs no marking. **ai** and **ay** may be con-

sidered regular equivalents of **ā**; therefore the **i** and **y** remain in bold type. The hair line on **a** shows the union.

LESSON 38. **n** sounds as **ng** before **k** and **g**.

LESSON 40. **oi** and **ou** are generally used at the beginning, and **oy** and **ow** at the end of words. These are regular representative digraphs; not equivalents.

LESSON 44. **ä**.—Attention will be needed to properly sound the **r** after **ä**. **ä** does not include **r**, which requires a turning up of the tongue; while pure **ä** is made with the mouth wide open while the tongue is flattened.

LESSON 46. **au** and **aw** may be considered the normal representatives of the vowel in "fault" and "saw," or as the equivalents of **a**. The hair line on **a** connects them.

LESSONS 45, 48, 49. The shade sounds, represented by **â**, **ô**, **â**, are given for teachers who desire a full vowel representation. Others can dispense with them. **â** as in "bare" occurs only before **r**, except when provincial, as in some southern States.

LESSON 51. **wh**.—Give **wh** as a whispered sound; no tone. It is regarded as the breath sound of **w**.

LESSON 62. Practise on words ending with "ing," to prevent or cure the error of saying "meetin," "go-in," etc.

Page 82. The lessons which follow are less for children than for adults. Besides their use in classifying difficult words, they show that provision is made in Pronouncing Print for all the vagaries of common spelling; bringing order out of chaos.

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